**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: Annette Hubley, Diane Shenosky, Kim Cope**  **The Envision Lesson:** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) They don’t multiply length times width, they do perimeter instead. They add up all of the sides instead of multiplying. They forget to square the answer. * How will you prevent these failures? Compare and contrast the differences between length, perimeter and area. * What will you do to maintain consistency? Start off with rectangles where all students have congruent shapes. * How will you know if it is working? Class discussions and quick check assessment. Frequently ask how do you know and explain. |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options, Daily spiral review, Set the purpose problem 17-2, TE p. 430B   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? Frayer model, perimeter, area and square units. 2. How will you provide multiple opportunities for vocabulary to be used in context?   Draw a representation of length, perimeter, and area | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  *Partner work Pose the problem activity TE p. 430B*   1. What materials/manipulatives will you need? Grid paper 2. Will each student have enough materials to model the problems? yes 3. Where will students record their work during this phase of the lesson? Grid paper 4. How will you check for understanding during this phase of the lesson? Partner discussions and randomly call on students individually 5. Will you use the *Extend? Yes p. 430B* | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Measure the classroom with yardsticks. Examples desk, books, doors, windows,*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD)   + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*. Teacher walks around and asks questions, how big, how many square units, etc. 2. Where will students record their work? Grid paper and in their math journals 3. If most students are struggling during this phase of the lesson, what will you do?   Intervention activity p. 433B   * + Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*.   + Use lessons from *Meeting Individual Needs.*   + Use the *Differentiated Instruction: Intervention* lesson Leveled homework.  1. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? P. 433 # 20-27 | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? P. 430-433 and or practice worksheet 17-2 2. Where will students record their work? Journals or homework paper 3. Will you collect, grade and record the independent practice? yes 4. How will you check for understanding? Class discussion and ask students to explain how they got the answer. 5. If students do not finish the problems assigned for independent practice, will these problems be home work ?yes | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding  Quick check 17-2   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   Formative Assessment Tools   * + *Topic tests* (online or in text)   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options: Display the Digits, 17-2     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + Teacher-led interventions   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? Review after the quick check 2. When will you give directions on how to play? Yes 3. What materials will be needed for the activities? worksheet 4. Will you work with the Intervention group? yes 5. How will you determine which activities will be assigned to each group of students? According to the level of the quick check, students will be leveled as on level or advanced. | |
| **HOMEWORK** | |
| Choose from the many options: reteaching sheet and independent practice   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? yes 2. Will you discuss homework? Is so, when? Yes ,the next day | |